

District Name: Rocklin Unified

CD Code: 31-75085

LOCAL EDUCATIONAL AGENCY PROGRAM IMPROVEMENT PLAN ADDENDUM TEMPLATE

The Elementary and Secondary Education Act, codified as No Child Left Behind (NCLB, Section 1116[c][7][A]), requires that local educational agencies (LEAs) identified for Program Improvement (PI) shall, not later than three months after being identified, develop or revise an LEA Plan, in consultation with parents, school staff, and others. Rather than completely rewriting the existing LEA Plan, we recommend using this LEA Plan Addendum template to address the items below. Type your responses in the expandable text boxes.

Prior to developing this revision, please use the State Assessment Tools, as applicable, to analyze school/district needs for improved student achievement. These tools are available on the California Department of Education (CDE) State Assessment Tools Web page at <http://www.cde.ca.gov/ta/ac/ti/stateassesspi.asp>.

Please submit your completed LEA Plan Addendum by uploading the completed document into the Program Improvement Year I monitoring instrument in the California Accountability Improvement System (CAIS). Contact Janice Morrison, Education Programs Consultant, District Innovation and Improvement Office by e-mail at jamorrison@cde.ca.gov if you need technical assistance in uploading the document.

The LEA Plan Addendum must be submitted to the CDE no later than April 4, 2014.

The LEA Plan Addendum should:

1. Identify fundamental teaching and learning needs in the schools of the LEA and the specific academic problems of low-achieving students, including a determination of why the prior LEA Plan failed to bring about increased academic achievement for all student groups.

Please provide a summary analysis of the needs assessment used to identify student learning needs (especially the academic problems of low achieving students). Include an analysis of why the prior LEA Plan was not successful.

1. Discuss the results of the assessments used to determine the teaching and learning needs of the schools and the district.
2. Identify academic priorities.
3. Discuss why the prior LEA Plan was not successful.

1. Analysis of Teaching and Learning Needs: Districtwide 7 out of the 11 subgroups did not make AYP in ELA or Math in 2013.

2013 AYP Subgroups

Sub-group DATA	ELA % Proficient 2013 Target 89.0%	Met AYP Target	Math % Proficient 2013 Target 89.1%	Met AYP Target
Black or African American	64.1%	NA - Not Numerically Significant	63.0%	NA
American Indian or Alaska Native	51.6%	NA	61.3%	NA
Asian	85.1%	Yes	89.5%	Yes
Filipino	84.7%	Yes	82.1	No
Hispanic or Latino	68.8%	No	71.1%	No
Native Hawaiian or Pacific Islander	62.1%	NA	65.5	NA
White	77.3%	No	80.1%	No
Two or More Races	79.9%	No	81.1%	No
Socioeconomically Disadvantaged	62.3%	No	66.2%	No
English Learners	55.8%	No	65.0%	No
Students w/ Disabilities	51.8%	No	51.3%	No
LEA-wide*	76.6%	No	79.1%	No

*Made prior AYP targets by making Alternative Methods. Met grade level span criteria in 2012 by making targets in grades 2-5 and grade 10 in 2011.

2. Data Analysis indicates areas of improvement:
 - Full K-12 implementation of the standards-based instructional core curriculum.
 - Establish a districtwide professional development plan that includes ongoing professional development activities to support the needs of students and teachers.
 - Full K-12 implementation of targeted interventions and support systems that address student learning needs.
 - Increase implementation of the response to Intervention (RTI) framework.
 - Target an instructional focus on the needs of EL, SED and Special Education students reflecting student needs.
 - Districtwide GLAD Professional development and training for English Learners and Special Education staff – (Guided Language Acquisition by Design).
 - Work towards a more strategic use of instructional minutes to maximize intervention and support opportunities.
 - Since student achievement gaps still exist, work with sites to maximize intervention time and resources for targeted students.
 - Full implementation of Professional Learning Communities (PLCs) at all sites.
 - Provide districtwide CCCSS trainings for all staff.
 - Provide districtwide SBAC Assessment trainings for all staff to become more familiar with 2013-14 SBAC Field Test.

3. Upon reviewing the Rocklin USD LEA Plan, dated and originally approved July 2003 (last update was on June 6, 2013), much of the plan was executed as written. Most of the initiatives were implemented, although some (program and personnel) have since been discontinued due to budget constraints. In addition, a districtwide data analysis was completed and presented to the RUSD Governing Board at the Annual Student Achievement Board Workshop in the fall. Districtwide and site data were presented as well as Program Improvement status for the district and each of its Title I schools. The district has five (of the seven Title I schools) in Program Improvement who have completed the RUSD Program Improvement Survey when they first entered PI year 1. At the district level, the District Academic Survey (DAS) was completed by its District Leadership Team as well as staff and parent PI surveys. The results and information collected from the surveys were used to assist in creating the LEAP Addendum and each site's SPSA reflecting the areas of improvement and growth. The LEAP Addendum was shared with various district committees and with each school site. Input from a local stakeholders committee was also obtained and used in the development of the LEAP Addendum. The LEAP Addendum was board approved on April 2, 2014.

2. Include specific, measurable achievement goals and targets for student groups identified as not making Adequate Yearly Progress (AYP), including students with disabilities and English learners, as appropriate.

Please describe specific, measurable academic goals and targets for student achievement for student groups identified as not making AYP. (Refer to the CDE AYP Reports Web page at <http://www.cde.ca.gov/ta/ac/ay/aypreports.asp>.)

Annually, RUSD establishes and approves district strategic board goals based in part from current achievement goals for student achievement. To reach these goals, performance targets are set and are adjusted as necessary reflecting current student achievement. Student achievement is analyzed and reviewed by the district office and each site. Each site analyzes all data streams and creates their goals for student achievement for the upcoming school year. Site level student performance and data is reviewed, and monitored overall, by school, grade level and by significant subgroups. These are reflected in the site's Single Plan for Student Achievement (SPSA) as reviewed and approved by the School Site Council (SSC). Reviewing, discussing, and monitoring to meet these targets and goals is part of each site's data review. This process includes all staff, parents and community members. Student level data is also reviewed at each site using formative assessments of student progress in PLCs on a regular basis.

The RUSD Strategic Plan for 2014-2019 outlines the District's Mission, Parameters, Objectives, Strategies and Beliefs. Objectives include the following: 1) Each student will demonstrate continuous progress toward increasingly challenging academic goals, 2) Each student will engage in authentic learning experiences, 3) Each student will find his or her passion as a learner, 4) Each objective contains specific strategies clarifying expected outcomes. The chart below outlines districtwide data and student achievement over three years.

The district is also reviewing district and site level data in our LCAP for the 2014/15 thru 2016/17 school years. The LCAP will use the RUSD Strategic Plan for 2014-2019 and align the LCAP with the sites' SPSA and its student achievement goals.

Rocklin Unified All Students % Proficient 5 years

CSTs	ELA 2-11Grades	MATH 2-7 Grades
2012/13	77.2%	80.8%
2011/12	78.7%	81.1%
2010/11	76.3%	79.8%
2009/10	75.1%	76.1%
2008/09	73.3%	75.3%

Rocklin Unified API Over 5 Years

Year	2009	2010	2011	2012	2013
Growth	869	874	883	891	891

Rocklin Unified 2013 API Subgroups

	# of students included in 2013 API	Numerically Significant in both Years	2013 Growth	2012 Base	2012-13 Growth
District wide	8,541	NA	891	894	-3
Black or African American	122	Yes	836	808	28
American Indian or Alaska Native	34	No	806	829	NA
Asian	498	Yes	932	929	3
Filipino	251	Yes	916	907	9
Hispanic or Latino	1,166	Yes	857	856	1
Native Hawaiian or Pacific Islander	37	No	850	862	NA
White	5,909	Yes	895	899	-4
Two or More Races	501	Yes	902	908	-6
Socioeconomically Disadvantaged	1,832	Yes	830	822	8
English Learners	513	Yes	805	790	15
Students with Disabilities	984	Yes	725	703	22

NA – not calculated

Rocklin Unified Graduation Rate by Cohort Group

	2011	2012	2013
LEA-wide	92.83%	93.36%	92.70%
Black or African American	81.82%	90.00%	85.71%
American Indian or Alaska Native	90.91%	90.91%	88.89%
Asian	98.08%	91.11%	96.72%
Filipino	95.83%	96.30%	91.67%

Hispanic or Latino	89.25%	91.27%	94.03%
Native Hawaiian or Pacific Islander	100.00%	N/A	80.00%
White	93.35%	93.81%	92.82%
Two or More Races	25.00%	97.37%	90.00%
Socioeconomically Disadvantaged	87.26%	87.21%	87.45%
English Learners	75.00%	80.00%	75.00%
Students with Disabilities	50.00%	78.21%	68.92%

3. Incorporate research-based strategies to strengthen the core academic program for identified student groups in schools served by the LEA, including students with disabilities and English learners, as appropriate.

Please describe the specific strategies that the district will use and how those strategies will be implemented and monitored to strengthen the core academic program.

1. Staff development and professional collaboration aligned with standards-based instructional materials:

- The focus on the use of research-based instructional strategies has been under way in Rocklin Unified for the past few years to implement California Common Core State Standards (CCCSS). We have partnered with Placer County Office of Education to provide CCCSS training for our staff (administrators, lead teachers and all staff).
- Our middle and high schools have certified AVID programs and have attended state AVID conferences yearly.
- Before Rocklin's identification in August 2013 as a PI district, staff have had the opportunity for GLAD training (Guided Language Acquisition by Design) to help English Learners. Additional GLAD trainings are under way for more teachers to be trained the current school year (2013-14).
- Teachers at all school levels meet weekly in Professional Learning Community (PLC) teams. On many of these dates, teachers work together in their grade level/subject area to analyze data, learn new instructional strategies, and read/discuss professional material.
- The BTSA Induction program serves newly credentialed K-12 teachers. Support providers in the BTSA Induction program are paired with participating new teachers and assist them in planning instruction that utilizes materials and strategies

appropriate to their focus subject. In addition to attending professional development, participants conduct self-assessments periodically throughout the program, reflect on their use of standards-based instructional materials, develop individualized plans for further study and/or development, and meet with their support providers weekly to explore ways to apply in their classrooms the learning obtained during professional development sessions.

- Additional ELA Training Opportunities: Multiple training opportunities (including Du Four, Mattos, Schmoker, and PLCs, etc.) have been provided to build teacher-capacity for effective standards-aligned instruction. We also provide continuous opportunities for grade level/subject teams to attend both in-house and outside trainings/conferences specifically related to support differentiated instruction K-12 (e.g. students with disabilities, EL students, SED and GATE).

2. ELA/ELD Standards

- On-going professional development for teachers in using courses of study, curriculum guides, and formative assessments to align instruction to local and state ELA/ELD standards and provide differentiated instruction to meet the needs of all students (GLAD).

3. Other District Initiatives

- Differentiated Instruction for advanced/gifted learners – all grade levels.
- Math Alignment with CCCSS with an emphasis in Foundations of Algebra, Algebra I, Algebra II, and Geometry (district is exploring Integrated Math starting in 6th grade).
- As funding allows, professional development is provided by the district through grade level/subject area meetings and in-service opportunities that focus on the use of standards-aligned instructional materials and strategies to include, but not limited to:
 - Grades K-12 Writing Strategies Workshops (Shane Templeton)
 - Technology to include but not limited to: Google aps, Schoology, Naviance and Renaissance Place
 - Consistent implementation of the District’s RTI Framework
 - The expanded use of web-based student data management system for placement, progress monitoring, and documenting intervention history for all students (Datawise)
 - Build PLCs district-wide. These structures will be characterized by shared purpose, collaborative activity, and collective responsibility among staff, with a focus on student achievement.
 - Provide continuous opportunities for grade level/subject articulation to support differentiated instruction K-12 (e.g. students with disabilities, EL students, SED and GATE).
 - Implementation of “districtwide walk-through protocol” to monitor and improve instruction.

4. Specify actions to implement the identified strategies that have the greatest likelihood of improving student achievement in meeting state standards.

Please identify actions to be implemented to accomplish the identified strategies and how they will be supported and monitored. (See examples of full implementation descriptions in the Academic Program Survey [APS] and the District Assistance Survey [DAS] on the CDE State Assessment Tools Web page at http://www.cde.ca.gov/ta/ac/ti/stateassesspi.asp .)	Person(s) Responsible	Specific Timeline	Estimated Cost/ Funding Source
<ol style="list-style-type: none"> 1. Update to our district board goals through the Strategic Plan Process during the 2013/14 school year. The Strategic Plan will be a 5 year plan that will guide all departments (Ed Services, Business, HR, and Facilities and well as all sites) including our mission statement, parameters, objectives, strategies, and beliefs. The Strategic Plan is being developed by stakeholders of the district including parents and community members, certificated and classified staff members, administrators and board members with the assistance by the Cambrian Group. 2. Support schools in providing the daily instructional time for ELA, ELD, and mathematics per state frameworks in both core and intervention (intensive and strategic) programs to ensure full implementation. Monitor strategic use of allocated resources (human, fiscal, and technical) for alignment to student needs and alignment to LCAP. 3. Provide district instructional and assessment calendars in ELA, ELD, and mathematics to ensure all K-6 students receive common grade- level/course instruction and conduct data analysis of common assessment results (ELA Essential Skills and Common Core Frame and enVisionMATH Common Core Pacing and Scoring Chart). Secondary (7-12) develops Benchmarks and Pacing guides at the site level for grade level subject areas (English, Math, Science and Social Sciences). 	<p>RUSD Governing Board, Superintendent and all other stake holders review annually</p> <p>Deputy Superintendent, Director of Curriculum and Instruction, Director of Special Education, Director of Technology, Coordinator of State and Federal Programs, English Learner Program Specialist, and site administrators</p>	<p>2013-2019</p> <p>Fall 2013 & Ongoing</p> <p>Fall 2013 & Ongoing</p>	<p>RUSD General Fund LCFF Funds Title I- \$26,304 Title II -\$131,612 Title III -\$42,554 Site Funds Local Donations</p>

<p>4. Ongoing instructional assistance and support for teachers: The Superintendent has proposed four Teachers on Special Assignment (TOSA) positions focusing on Common Core implementation in ELA, Math.</p>	<p>See above</p>	<p>Fall 2013 & Ongoing</p>	<p>RUSD General Fund LCFF Funds Title I- \$26,304 Title II -\$131,612 Title III -\$42,554 Site Funds Local Donations</p>
<p>5. Provide on-going professional learning to site administrators and instructional leaders to ensure full implementation in CCCSS in ELA, ELD, and mathematics for all students including ELs, SEDs and Special Education students. Provide additional support to program improvement schools via support from the Ed Services Team.</p>	<p>See above</p>	<p>Fall 2013 & Ongoing</p>	
<p>6. Provide structured opportunities for all teachers including strategic and intensive intervention to collaborate regularly to analyze, discuss, and utilize the results of common assessments to guide student placement, instructional planning and lesson delivery and progress monitoring in ELA, ELD, and mathematics under the guidance of school administrators in weekly teacher articulations.</p>	<p>See above</p>	<p>Fall 2013 & Ongoing</p>	
<p>7. Provide additional support to teachers new to the profession via BTSA. This action will assist with the implementation of intervention and differentiation to increase student learning. Monitor instructional strategies using the newly formed district “walk-through” model.</p>	<p>See above</p>	<p>Fall 2013 & Ongoing</p>	
<p>8. Ensure all sites utilize collaboration and/or vertical teaming practices on a regular basis through the use of PLCs, and/or staff and department meetings. Implement training for teachers and administrators on protocols for data analysis. Ensure consistent monitoring for achievement using formative/summative assessments to differentiate targeted instruction. Schedule training for teachers and administrators to support effective teaching including: classroom management, questioning strategies, differentiation, time-management, checking for understanding strategies, corrective feedback, and lesson design.</p>	<p>See above</p>	<p>Weekly through PLCs</p>	

5. Provide high-quality professional development for the instructional staff that focuses on instructional improvement and supports the strategies and actions described above.

Please describe the professional development the LEA will provide to instructional staff to address the identified strategies and actions.	Person(s) Responsible	Specific Timeline	Estimated Cost/ Funding Source (including 10% set-aside from Title I, Part A)
<p>Based on survey results, district data, teacher input and areas of student need, actions identified to address fundamental teaching and learning needs: Refine professional development plan to reflect the areas of development for all students and subgroups.</p> <p>Based on the RUSD District Assessment Survey (DAS) from the spring of 2014, 75% of administrators indicated full or partial/in-progress for the district providing them with leadership training, ongoing professional development, and support in aligning curriculum, instruction, and assessment to CCCSS.</p> <p>Based on the district wide staff survey from the spring of 2014, 48% of teachers feel they have enough California Common Core State Standards professional development to meet the needs of their students leaving 52% unprepared or unsure to meet the CCCSS in their instruction.</p> <ol style="list-style-type: none"> 1. Systematic professional training on the specifics of California Common Core State Standards (CCCSS) including what they are, how they compare to the Content Standards, and strategies for implementation across all grade levels K-12. 2. Effective Instruction for all students including strategies and targets towards English Learners, Socio-economically Disadvantaged, and Special Education students with the implementation of GLAD Training (Guided Language Acquisition by Design). 3. Effective collaboration practices and structures, including Professional Learning Community (PLC) training for all new 	<p>Deputy Superintendent, Director of Curriculum and Instruction, Director of Special Education, Director of Technology, Coordinator of State and Federal; Programs, English Learners Program Specialist, and site administrators</p>	<p>Fall 2013 & Ongoing</p>	<p>RUSD General Fund LCFF Funds Title I - \$26,304 Title II -\$131,612 Title III -\$42,554 Site Funds Local Donations</p>

<p>staff and refresher courses if needed.</p> <ol style="list-style-type: none"> 4. Effective intervention and support for students not meeting standards. 5. Provide instructional assistance and on-going support to teachers via Ed Services' professional development opportunities, Teacher on Special Assignment (TOSA), and BTSA Support Providers who are knowledgeable about the current adopted instructional programs. This support will assist teachers in deepening their knowledge about grade-level/course content and instructional delivery in ELA, ELD, and mathematics in both general and special education settings. 6. Use Datawise (electronic data management system) to provide timely and easily accessible data to schools to ensure the administration and analysis of common assessments in ELA, ELD, and mathematics. The data contained within the system is used to inform teachers and administrators on student placement, professional development, areas of funding, academic progress, and effectiveness of instruction. <p>The following researched based professional development activities will be implemented:</p> <ul style="list-style-type: none"> • Professional development regarding differentiated Instruction with an emphasis on effective instruction for English learners, SED and Special Education students. • Training for data analysis, implementation and monitoring of student learning and achievement utilizing a new data analysis system. • Training for teachers, staff and administration on RTI model (to also include training for special education needs and 504 plans). 	<p>Deputy Superintendent, Director of Curriculum and Instruction, Director of Special Education, Director of Technology, Coordinator of State and Federal; Programs, English Learners Program Specialist, and site administrators</p>	<p>Fall 2013 & Ongoing</p>	<p>RUSD General Fund LCFF Funds Title I- \$26,304 Title II -\$131,612 Title III -\$42,554 Site Funds Local Donations</p>
---	---	--------------------------------	--

<p>Before/After School /Summer School Programs are provided by the district and with partnership with the City of Rocklin.</p> <p>The City of Rocklin's before/after school program is called Kid's Junction. Kid's Junction is well-known for its safety, reliability, convenience and excellence. Kid's Junction is the only Before and After School Program that operates on all Rocklin elementary school campuses. The Kid's Junction Program is a state licensed, fee-based recreation program and is just steps away from classrooms. Kid's Junction offers safe and supervised activities for children enrolled in Kindergarten through 6th grade. The program operates 7:00 a.m. - 6:00 p.m., Monday through Friday, following the Rocklin Unified school year calendar. They also offer a Summer Camp which includes a variety of daily fun activities. Summer Camp leaders are energetic and trained to lead children in a variety of activities ranging from sports, arts & crafts, water play, weekly field trips and much more.</p>	City of Rocklin	Fall 2013 & Ongoing	No cost to district	All funds come from the city of Rocklin to administer the programs
--	-----------------	---------------------	---------------------	--

7. Include strategies to promote effective parental involvement in the school.

Please describe parental involvement strategies and how the LEA will support them across the LEA.	Person(s) Responsible	Specific Timeline	Estimated Cost	Funding Source
<p>RUSD schools use a variety of strategies to promote effective Parental Involvement.</p> <p>RUSD has designed various methods to communicate with our community including: RUSD Creating Pathways to Success, Achieving to a Higher Standard; Educational Services Quarterly; Rocklin Herald Newspaper articles; school newsletters; e-blasts on School Messenger; parent handbooks; and school, department and district and school site web sites that include the annual Achievement and Assessment Data Report to the School Board and community at:</p>	Deputy Superintendent, Director of Curriculum and Instruction, Director of Special Education, Director of Technology, Coordinator of	Fall 2013 & Ongoing	\$20,000	RUSD General Fund LCFF Funds Title I Title II Title III

<p>http://www.rocklinusd.org/Departments/Educational-Services/Assessments/APIAYP/index.html</p> <p>All schools have parent and teacher organizations, School Site Councils (SSCs) and many have English Language Advisory Committees (ELACs).</p> <p>District-level parental involvement includes: Title I District Advisory Committee, GATE District Advisory Committee, DELAC for English Learner Program, Special Education Parent Forum Advisory Committee through our Special Education Program and School Site Council (SSC) district training</p> <p>In addition, a wide variety of parent forums are held throughout the school year.</p> <p>The forums and events for the 2013-14 school year may include:</p> <ul style="list-style-type: none"> • Four community events on Common Core State Standards and SBAC Assessments • One event on school safety- Rachel's Challenge • TK/Kindergarten Parent Information Night • Family Tutor Center at two school sites for EL families • Family Literacy Nights for EL families • Special Education Parent forums • Back to School Night/Showcase Night • Open House parent conferences • Love and Logic parent classes • Site Parent Involvement Opportunities (ie: Fall Carnival, BBQs, Golf Tournaments, Dance chaperones) • High Counseling Nights • Fall and Winter Student Sports Information Night (9-12th) 	<p>State and Federal; Programs, English Learners Program Specialist, and site administrators</p>	<p>Fall 2013 & Ongoing</p>	<p>\$3,600</p> <p>\$1,000</p> <p>\$0</p> <p>\$3,000</p> <p>\$0</p> <p>\$10,000</p> <p>\$2,500</p>	<p>RUSD General Fund LCFF Funds Title I Title II Title III</p>
---	--	--------------------------------	---	--

**LOCAL EDUCATIONAL AGENCY PROGRAM IMPROVEMENT PLAN ADDENDUM
ASSURANCE PAGE**

Local Educational Agency (LEA) Plan Information:

Name of LEA: Rocklin Unified School District

County District Code: 31-75085

Date of Local Governing Board Approval: April, 2, 2014

District Superintendent: Roger Stock

Address: 2615 Sierra Meadows Drive

City: Rocklin

Zip Code: 95677

Phone: 916-624-2428

FAX: 916-633-2229

E-mail:
rstock@rocklin.k12.ca.us

Signatures:

On behalf of LEAs, participants included in the preparation of this LEA Program Improvement Plan Addendum:

Signature of Superintendent	Printed Name of Superintendent	Date
-----------------------------	--------------------------------	------

Signature of Board President	Printed Name of Board President	Date
------------------------------	---------------------------------	------

By submission of the local board approved LEA PI Plan Addendum (in lieu of the original signature assurance page in hard copy), the LEA certifies that the plan has been locally adopted and original signed copies of the assurances are on file in the LEA. The certification reads:

Certification: I hereby certify that all of the applicable state and federal rules and regulations will be observed by this LEA and that, to the best of my knowledge, information contained in this Plan is correct and complete. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained onsite. I certify that we accept all general and program specific assurances for Titles I, II, and/or III as appropriate, except for those for which a waiver has been obtained. A copy of all waivers will remain on file. I certify that actual ink signatures for this LEA Plan/Plan Addendum/Action Plan are on file, including signatures of any required external providers.